



Allen, Janet (1999). *Words, Words, Words: Teaching Vocabulary in Grades 4-12*. York, Maine: [Stenhouse Publications](#).

Relying on an extensive review of the research concerning vocabulary acquisition, Janet Allen has written a book that describes new methods and strategies for teaching words to students. She states, "As teachers, we must structure word learning so that it is both meaningful *and* lasting" and proceeds to recount the lessons she employed to achieve those goals.

Through her own teaching experience, Allen concluded that the traditional method of assigning weekly word lists for students to memorize and regurgitate was not an effective strategy for helping students learn new words. Turning to research that proved what methods of vocabulary instruction did work, she incorporated her findings into her teaching and developed a variety of different approaches that met her goals of meaningful and lasting learning. In 110 easy-to-read and understand pages divided into five chapters, Allen discusses these different strategies, primarily focusing on reading as the foundation for vocabulary growth. Her lessons are practical and would be easy to implement; she even provides copies of the worksheets she uses.

Each of the activities she mentions reflects exactly the techniques that the research shows are effective and she carefully cites the article or book which backs up her use of a particular strategy or lesson. In perhaps the most important chapter, "Reading As the Heart of Word-Rich Classrooms," Allen elaborates on her emphasis of reading as essential to vocabulary growth and supplies titles of books that have worked for her, as well as suggestions about how to incorporate reading and word acquisition into lessons covering variety of subject areas. Appendices provide additional sources of information about teaching vocabulary, suggest word games to use in class and list the titles of the books she mentions.

Though limited to the teaching lessons of one teacher, *Words Words Words*, does provide a range of strategies, solidly backed by research, for offering students of any age a rich learning experience that will enhance their vocabulary and may even help them enjoy playing with words and language. Any teacher who is interesting in exploring new ways of teaching new words should read this book.

Pages: 156 Price: \$17.50 ISBN: 1-57110-085-7

Reviewed by Shellie Jeffries, Wayne State University

Bickel, Robert D. & Lake, Peter F. (1999). *The Rights and Responsibilities of the Modern University: Who Assumes the Risks of College Life?* Durham, NC : [Carolina Academic Press](#).

There is an important new book out by Robert Bickel and Peter Lake, law professors at the Stetson University College of Law. The book, *The Rights and*

Responsibilities of the Modern University: Who Assumes the Risks of College Life?, considers the evolving legal nature of the American university in the final decade of the 20th Century.

In the book, based on a detailed analysis of legal decisions from dozens of tort cases involving colleges and universities, Professors Bickel and Lake describe the emerging judicial view of "university as facilitator," where higher education officials help students navigate their way toward full independence and individual responsibility. The doctrine of in loco parentis is dead, but the alternative of being a passive bystander as students die or do themselves and others serious harm through unchecked [and often illegal] behavior is equally untenable. Bickel and Lakes' work describes the evolution of the university/ student relationship in a style that is scholarly yet easily understood by lay readers.

Thanks to their thoughtful law review articles over the years in the Journal of College and University Law, Bickel and Lake are already household names among college and university attorneys. With this compelling book their names and work are sure to become just as well known among non-lawyer college presidents, deans, directors of student health services, parents, and others professionally or personally interested in the way the courts have tended to treat institutions of higher education in cases involving tortious and sometimes criminal behavior. The authors' lively writing style and useful case illustrations have made accessible what through no fault of the subject has too often been seen as material fit only for lawyers.

In particular, Bickel and Lake are to be credited for taking on the all too common misperception that college student drinking is uncontrollable. Their strategy: address the problems of alcohol danger and disorder directly; anticipate displacement to the surrounding community following a campus clamp down on underage and problem drinking and work with the community to minimize the effects. To quote Bickel and Lake, "Strict community enforcement of underage drinking standards, with college involvement, can facilitate reducing the problem. And, the college is in the position to assess and discipline its problem drinkers, even those who drink off campus." At the same time however, the university should avoid dictating policy or restrictions to students. "Students," explain the authors, "will need to be involved in solutions to alcohol risks and in discussions and policy making with regard to the problems."

Bickel and Lake's fresh discussion of the challenge of balancing rights and responsibilities on campus is a welcome departure from the way the writing of too many legal scholars confounds lay readers with the use of inadequately explained legal jargon and concepts. Given the many ways in which the legal environment impacts the relationship between students and schools and town and gown the reader comes away from the book better informed and ready to more fully participate in the discussion over what a school's drug and alcohol policy should look like; how schools should respond to underage drinking; what schools and communities can and are legally required to do to address campus crime and disorder; and, how schools can protect themselves from liability for injuries occasioned by fraternity hazing activities and underage drinking and drug use.

Indeed the authors present a model closely wedded to the U.S. Department of

Education's Higher Education Center for Alcohol and Other Drug Prevention's environmental management approach. As such, the book is a must read for every college and university administrator struggling with how to tackle the problems of high-risk student drinking and the disorder it creates. University legal counsel, deans of students, campus police, residence hall advisors, policy scholars, parents, and law students as well will find the book a refreshing, informative, and provocative view of the university/student relationship.

With the high-profile deaths of students at Louisiana State University, the Massachusetts Institute of Technology, and many other schools, the field of higher education is mobilized as never before to address the problem of student drinking and other drug use. This book offers a timely and viable guide for positive action that can change the environment in which students make decisions about their alcohol and other drug use. Bickel and Lake's facilitator model is both an adaptable social vision for modern universities and a legal model for the courts and college administrators to work with. For the non-attorney or campus administrator, the book offers something just as valuable, a clear lens through which to view the sometimes murky issue of university/student relations.

Pages: **254** Price: **\$22.50** ISBN: **0-89089-675-5**

**Reviewed by Joel C. Epstein, Associate Director & Senior Attorney
Higher Education Center for Alcohol and Other Drug Prevention**

Ellis, Arthur K. & Stuen, Carol J. (1998). *Interdisciplinary Curriculum*. Larchmont, NY : Eye On Education.

This is a good introduction to interdisciplinary studies for teachers at elementary and middle level schools. It begins with an overview of how interdisciplinary approaches change the classroom experience; discussing supportive research findings, how integration of topics leads to discovery learning, and the value of active learning. The authors do not gloss over the difficulties apt to be encountered: increased preparation time, added complexity of assessment, exclusion of some disciplinary skills from the interdisciplinary unit.

After the theoretical discussion the authors include half a dozen examples of integrated project and theme units which help to deepen the readers' understanding of the points discussed. The book ends with a glossary of terms. Most of the definitions are well done, but given the broad nature of some of the terms, for example "curriculum" or "teaching," more explicit references for further reading would have been helpful. Readers interested in exploring a specific concept more fully will want to find it in the text and look for references at the end of each chapter. The book has a perfunctory index, and a detailed Table of Contents.

Pages: **195** Price: **\$29.95** ISBN: **1-883001-55-2**

Reviewed by Kate Corby, Michigan State University

Krashen, Stephen D. (1999). *Three Arguments Against Whole Language and Why They are Wrong*. Portsmouth, NH: [Heinemann](#).

With this book, Krashen issues another volley in the battle between whole language and skills-based reading instruction methods. He takes evidence that has been frequently offered as refuting the claims of whole language, and tackles each of three arguments one-by-one. He follows these one-sided debates with a strong argument for significantly increased support for school libraries. In the last chapter he presents a tongue-in-cheek argument for early (even prenatal) intervention, in an effort to illustrate its ineffectiveness, especially when taken to extremes. Three of the five chapters were previously published, so there is some overlap between them. This also means that each chapter stands very much on its own.

Krashen is well acquainted with the concepts of whole language. He has been a proponent of its practice since the 1970's, applying it to his particular area of expertise, second language acquisition. The chapters in this book are brief, easy to read, and documented with numerous references. Although the arguments are well presented, the focus of each is quite narrow. For example, chapter 1, titled "Eye Fixation Studies Do Not Disprove the Goodman-Smith Hypothesis," focuses on this hypothesis and the related input hypothesis, which posit that readers fix on only elements of the text necessary to confirm predicted meaning. Each chapter selects an aspect of whole language theory, defines it, presents the argument against it and then presents evidence in contradiction to that argument.

Readers of this book should already have a grasp of whole language concepts. This delves into the details and offers good supporting arguments for the concepts of whole language methods.

Pages: **103** Price: **\$10.00** ISBN: **0-325-00119-7**

Reviewed by Darlene Nichols, University of Michigan



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